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## ABSTRACT

This annual report describes the programs and staff for 1993 of Grassroots Educare Trust, an organization that helps South African communities provide preschool education and health care. Contents of the report are: (1) a list of the board of trustees; (2) a message from the chairman; (3) the director's report on external efforts and internal organization; (4) a list of staff for urban and rural field services, research and resources development, finance, and administration; (5) a description of urban field services, including a food subsidy program and principals' forums; (6) a description of rural field services, including a developing regional association; (7) information on research and resources, including statistics on adult training and descriptions of illiteracy and innumeracy problems, home educare, and health educare; (8) a description of financial management of the food aid program; (9) a cartoon depiction of 23 accomplishments of the Resource center; (10) a description of the programs research and evaluation section; (11) a summary of publications and documentation; (12) an outline of the national program; (13) an overview of personnel, administration, finance, and fundraising; (14) a description of events outside Africa attended by staff; (15) a list of donors; and (16) tables of project data on locations and numbers of children served by various projects. (ME)

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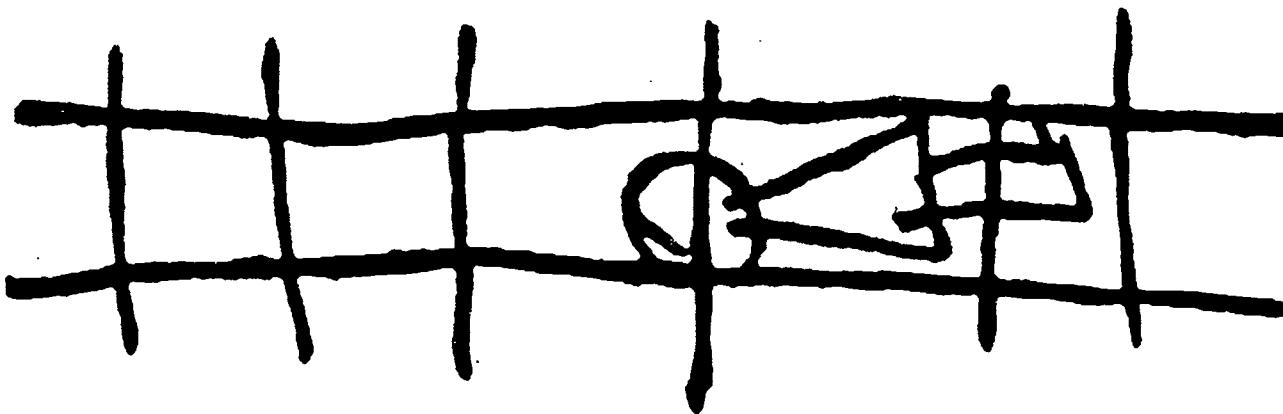
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Grassroots  
ANNUAL REPORT 1993



# **ANNUAL REPORT**

## **1 April 1992 – 31 March 1993**

**Grassroots Educare Trust**  
**Grassroots Adult Education and Training Trust**

335A Klipfontein Road, Silvertown, Athlone 7764  
P O Box 38055, Gatesville 7764

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Fundraising No: 088000470009

## STATEMENT OF COMMITMENT

Grassroots Educare Trust believes it is the right and responsibility of every community to take charge of the educate of their preschool children. Therefore, community control of preschool educate is the cornerstone of our philosophy.

This, together with our commitment to the process of participatory learning which incorporates the learner's values and experiences, is our commitment to people's education.

To fulfil these commitments, Grassroots works towards

- the development of leadership and organisation skills to focus the energy, resources and skills of communities around projects they own
- providing adult education and training in the field of preschool educate
- the provision of appropriate centre- and home-based educate for children
- parent education programmes aimed to equip parents with the skills they need in their role as children's prime educators
- transforming the system of education and care for young children so that they may enjoy the rights to which they are entitled
- a unitary integrated education system without the inequities caused by the separation of people and services.

Grassroots is committed to a democratic South Africa in which all people effectively have equal access to the educational, political, judicial, social and economic benefits of the country and in which all forms of exploitation and discrimination are eradicated.



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## BOARD OF TRUSTEES

**Mr Carl J Lotter**  
Executive (Chairman)  
Finance Sub-committee

**Dr Mandla Tshabalala**  
Executive (Vice-chairman)

**Mr Ralph Altchison**  
Executive

**Mr Andrew Dalling**  
Executive

**Mr Achmat Davids**  
(Leave of absence)

**Mr Sedick Galant**  
Executive

**Mrs Joan Kanter**  
Executive  
Personnel Sub-committee (Chairman)

**Mr Bob Krause**  
Executive  
Finance Sub-committee (Chairman)

**Mrs Koleka Lubelwana**

**Professor Itumeleng Mosaia**  
(Leave of absence)

**Mrs Pumzile Ngcuka**

**Mr Tahir Salie**  
Executive

**Mr Brian Suter**  
Executive

**Professor HW van der Merwe**  
Personnel Sub-committee

**AUDITOR**

**Mr HJ Salmon**  
(BDO Spencer Steward, CA(SA))

**PATRON-IN-CHIEF**

**His Worship the Mayor of Cape Town**

## CHAIRMAN'S MESSAGE



- We need to open our proceedings, particularly of review and evaluation, to the educate community.

- We need the advice of the communities we work with to continually improve our policies and our choice of Trustees.

To these ends we have established a General Assembly to which members of the educate community will be invited. Here, performance of the Trust will be reviewed; and names will be proposed by current Trustees and permanent staff for a new Board of Trustees.

As the organisation moves from a long pioneering phase characterised by unprecedented growth, the time has come to consolidate our position and to share our expertise more widely. I believe the staff are capable of tackling this phase with their usual enthusiasm and creativity.

In this last period our Board of Trustees has become even more closely involved with developments within the agency.

A new constitution has been adopted which encapsulates our most recent thinking:

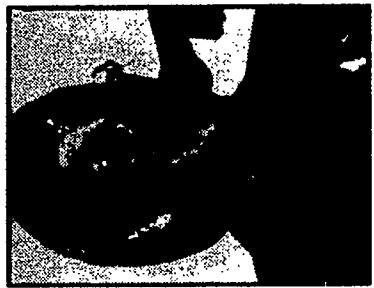
- We need to fill the balance of the 25 places on our Board with committed and knowledgeable people who are able to make available for Grass-roots the time needed.

- We need our Trustees to become more involved in supporting specific aspects of the work and management of the Trust.

- We need our Trustees to reflect our constituencies and their interests as closely as possible.

**CARL J LOTTER**  
Chairman, Board of Trustees

## DIRECTOR'S REPORT



The **Research and Resources Development** department, incorporating the Training and Programme Development section, the Publications and Documentation section, the Research and Evaluation section, and the Resource Centre.

The **Field Services** department, consisting of urban and rural field teams made up of community educate developers and, more recently, community educate developer assistants.

The new **National Programme**, responsible for building the capacity of fledgling educate organisations.

The **Finance and Administration** department, including the Finance, Fundraising, Administration and Personnel sections and the Shop.

In preparing to write this report I have re-read my 1991 and 1992 reports. In 1991 I wrote about our search for and work towards a national organisation which could provide us with an appropriate **external** context. In 1992 I wrote about our search for and work towards appropriate **internal** organisational structures and practices which would enable us to respond better to the many equally pertinent demands on our resources.

This year, 1993, I am reporting on progress in both areas.

### INTERNAL

Last year I wrote that we were establishing a National Programme to add to the structured work of Grassroots. To make this possible we had to re-organise ourselves internally by consolidating all our work within four departments, each headed by its own manager. The departments are:

Over and above the four departments, the management team forms another entity which has been, and continues to be, the focus of particular attention. As a team we have registered, together with three other non-governmental organisations, for UCT's new NGO Programme to build organisational effectiveness. This programme provides exactly the hard skills we need to complete our transformation from a pioneering organisation into one with the extensive formal systems essential to an organisation of our size. As well as this work with co-ordinators Dr Piet Human and Ms Susan Smith, we are privileged to have Mr Grawie Rossouw's services provided by Old Mutual to help in building our team effectiveness.

Our National Programme is set up to build the institutional capacity of fledgling educate resource and training agencies and community organisations with educate as part of their agenda. Our internal work reflects our acknowledgement of the need to continue building our own institutional capacity if we are going to be effective in meeting the massive demands of the next decade.

## **EXTERNAL**

The pace of the work of the National Interim Working Committee (NIWC) on early childhood educate picked up in 1992 with Grassroots' secondment of our networks officer to NIWC as half-time national organiser. The Committee's work accelerated into top gear after it was decided in October 1992 that it was time to report back to, and get input from the broad educate field at a conference scheduled for 1 July 1993. The NIWC appointed me as convenor of the planning committee for that conference, which was seen as the next step in establishing an appropriate, united and representative national organisation that would be an instrument of advocacy for all South Africa's young children.

It is not appropriate that the work of the NIWC be reported in full in Grassroots' Annual Report; but it is appropriate that Grassroots' involvement be documented. This, for two reasons: we are pleased and proud to be associated so closely with the emergence of such a significant organisation. This has been a particular focus of my own work since 1981, and I know was a concern of my predecessors during the '70s.

It is important to document our involvement because it has considerable costs which need to be accounted for. Costs come in various shapes. Direct costs of seconded staff and telephone accounts can be calculated and either claimed or given freely as one's contribution towards a vitally important process. Indirect costs are harder to assess. Between October 1992 and 1 July 1993, the deputy director of Grassroots and I were involved in innumerable meetings of NIWC's conference sub-committee, in meetings of NIWC itself, and in unquantifiable ancillary activities. This was over and above the demands of our own jobs.

And so, we constantly walk a tightrope between our national and regional advocacy/association work and our primary function of educate service delivery. It's all a question of balance.

Another way of assessing the value of our association with NIWC is to measure it against our objectives. There is no doubt that ten regional delegations of thirty people each returned home committed to unity; and committed to building representative structures from village (sub-area) to area to sub-region to nation. There is every hope that the educate people of South Africa will launch a new united advocacy organisation, and that we, Grassroots, as a major service delivery agency, will have found the appropriate context within which to work.

The debate must then shift to the three-way relationship between

- national, regional and local associations

and

- the network of service delivery agencies
- and
- the conducting agent(s) of essential funds for the operating costs of educate projects on the ground.

And the all-important question of state governance over-arches any arrangements civil educate society will make for itself between the three areas of advocacy (associations), service delivery (agencies) and project funding (conduits).

Our next report will appear after the first democratic national elections. By then the educate movement, instead of standing firmly outside of statutory arrangements, will be searching for its most meaningful relationship with the state.

Should Grassroots - as well as its sister resource and training agencies - retain its non-governmental status? Should it seek quasi-autonomous

status as a para-statal? Or should it become an organ of legitimate government?

within our own organisation and within our emerging regional and national associations.

We in Grassroots have our own vision and look forward to those debates.

My own current views are encapsulated in my year-old submission to the National Education Policy Investigation (NEPI). But it is time now to review those views, and to accelerate urgently the debate of those alternatives

**JINNY RICKARDS**  
Director



## **STAFF LIST**

**FOOD AID ADMINISTRATOR:** Rukea Shaik

**ADMINISTRATORS:** Isabel Small  
Carol van der Rheede

**DIRECTOR:** Jinny Rickards

**PROFESSIONAL ASSISTANT TO DIRECTOR:** Esme Matshikiza

**SECRETARY TO DIRECTOR:** Sharon Reynolds

**DEPUTY DIRECTOR:** Eric Atmore

**FIELD SERVICES**

**MANAGER (ACTING):** Harold Coetzee (until 13.6.93)  
**COMMUNITY EDUCARE DEVELOPERS (CEDs):**

Indira Bajnath  
Chery Borgches  
Maria Brown  
Thumeka Lugalo  
Irene Mpolweni  
Similo Nongwe  
Eddie Orr  
Margaret Shoko  
Doris Simani  
Mzunani Sonto

**RURAL**

**MANAGER:** Ismail Isaacs

**COMMUNITY EDUCARE DEVELOPERS (CEDs):**  
Marie Abrahams  
Clinton Brönn  
June Canham  
Shamsoonisa Makda  
Terrance November  
Lydia-Anne Padiachy  
Yusuf Patel  
Raymond Schuller  
**ADMINISTRATORS:** Lucretia Albertyn  
Shanaaz le Cordeur  
**RESEARCH AND RESOURCES DEVELOPMENT**  
**MANAGER:** Eric Atmore  
**ADMINISTRATORS:** Somayah Fortune  
Roz Witbooi  
**NETWORKING:** Daniel Plaatjies

## **RESOURCE CENTRE**

RESOURCE CENTRE CO-ORDINATOR & CURRICULUM  
DEVELOPER: Sue Poulson

LIBRARIAN: Elaine Atkins

TRAINING MATERIALS DEVELOPER: Shirley de Kock

ANTI-WASTE DEVELOPER: Antonio van der Rheede

ADMINISTRATOR: Phindiwe Siwela

## **PUBLICATIONS AND DOCUMENTATION**

EDITOR: Renee Moodie (until 31.5.93)

REPROGRAPHIC TECHNICIAN: Patric de Goede

MEDIA ASSISTANT: Zurina Sleed

## **RESEARCH AND EVALUATION**

RESEARCHERS: Ursula Evans

Melanie Steele

## **TRAINING AND PROGRAMME DEVELOPMENT**

GENERAL TRAINING & CENTRE EDUCARE TRAINING

CO-ORDINATOR: Elizabeth van Leeve

HEALTH EDUCARE TRAINING CO-ORDINATOR: Margaret Louw

HOME EDUCARE TRAINING CO-ORDINATOR: Mariam Elloker

FINANCIAL TRAINING CO-ORDINATOR: Gabebah Jassiem

ORGANISATION DEVELOPMENT TRAINING  
CO-ORDINATOR: Mbulelo Notshulwana

ADMINISTRATOR: Eleanor Kühn

## **NATIONAL PROGRAMME**

MANAGER: To be appointed

FIELDWORKER: Harold Coetzee (from 1.7.93)

ADMINISTRATOR: Mareldia Tape

## **FINANCE AND ADMINISTRATION**

MANAGER: Miriam du Toit

## **FINANCE**

ACCOUNTANT & CO-ORDINATOR: Cavan Davids

BOOKKEEPERS: Leonora Cooper  
Themba Mgijima

BOOKKEEPING ASSISTANT: Karriem Johnson

ADMINISTRATIVE ASSISTANT: Monica Petersen

## **CENTRAL ADMINISTRATION**

CO-ORDINATORS: Qanita Hassiem  
Yusuf Isaacs

ADMINISTRATIVE ASSISTANT: Corinne Carolissen

RECEPTIONIST: Edith Magodla

GENERAL WORKER/CATERER: Sonia Toerien

GENERAL WORKER: Armien Martin

DRIVER: Mzwandile Gobodo

CARETAKER: Mthobele Sotyota

## **PERSONNEL**

PERSONNEL OFFICER: Carmelita Pastor

## **SHOP**

SHOP MANAGER: Ashraf Parker

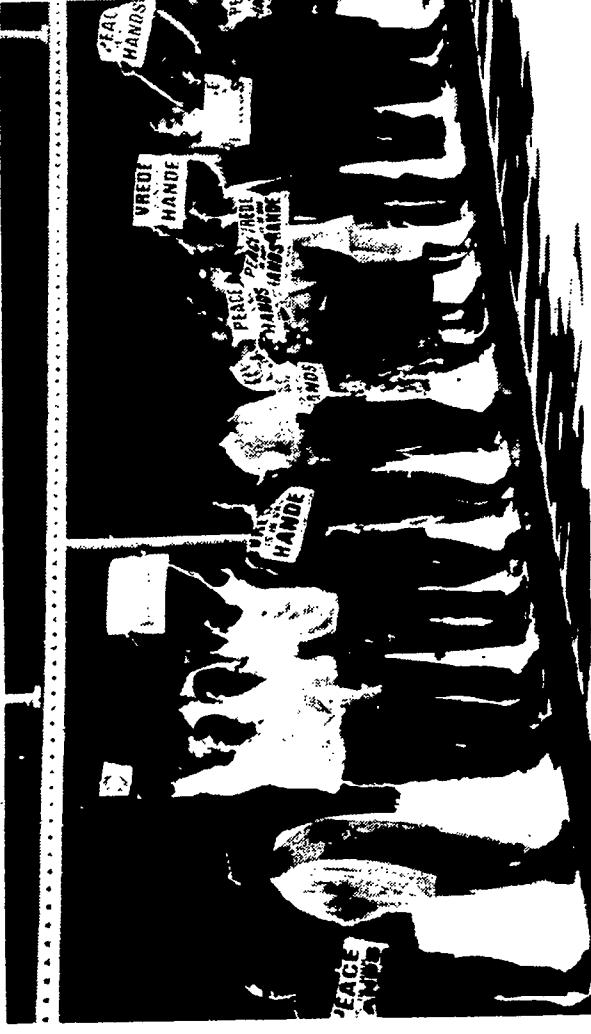
SHOP SUPERVISORS: Donovan Fredericks  
Christine Hickey

SHOP ASSISTANTS: Brian Ridder  
Ganie Willenberg

## **CONTRACT SERVICES**

FUNDRAISING: Philip Balie

EDITORIAL ASSISTANT: Sylvia Schrire



## **FIELD SERVICES**

### **URBAN FIELD SERVICES\***

1992/93 saw the introduction of three separate subsidies to the educate field - the food aid programme of the Department of National Health and Population Development, Cape Provincial Administration welfare subsidies and Independent Development Trust funding. This had important implications both for the educate community and for the team, and dominated our activities for the period under review.

A critical concern for project staff and community educate developers (CEDs) alike, has always been the lack of funds.

- While the training we offer to projects plays a crucial role in their overall progress and development, project staff are often demoralised by the inability to fully implement what they learn, owing to a lack of resources.
- Fees are low, and often the sole source of a project's running costs. Salaries are therefore grossly inadequate and staff benefits non-existent, often resulting in a high turnover of staff. The quality of educate and the commitment of staff in a project hangs in the balance when there are constantly new faces to train. Under these conditions proper recruitment procedures, job descriptions and staff meetings become difficult.

- Principals are often away from projects, spending much of their time seeking resources and support from educate agencies.

- Projects are financially dependent on stable and high rates of attendance. However, this fluctuates significantly according to parents' ability to pay, and school/holiday periods when older siblings are able to take care of children during the day.

The introduction of the food subsidy (and more recently, the IDT monies and increased CPA subsidies) presented an opportunity for projects to address some of these issues and upgrade themselves. These subsidies meant that money from fees could be channelled into other running costs, most importantly into salaries. The effects were very positive. Staff turnover lessened owing to better and more consistent salaries, and attendance fluctuated less as projects could now feed children irrespective of parents' ability to pay regularly.

For us the food subsidy became a vehicle for strategising our project development work around its implementation. Once projects had had some of their most basic needs partly met, we could more confidently address training needs, particularly those arising from the introduction of the food subsidy. Cooks and principals received training in nutrition and menu planning. All principals and at least one member of each executive (where possible the treasurer) received assistance and training in accounting for petty cash. Although most projects currently account only for petty cash, we are working towards each project taking responsibility for its full allocation.

A parallel process for both projects and ourselves, was the development of systems. In the past financial year food aid amounting to just over R1 million was channelled to 63 projects, for which the state laid down strict accountability criteria. The majority of projects had little or no financial systems in place which meant that we had to develop a system to conduit this money to the field, in the form of food and petty cash, whilst



**THE FIELD SERVICES TEAM:** (Top row) Raymond Schuller, Similo Nangwe, Anwar Shaik, Lydia-Anne Padiachy, Chenyi Borgches, Linda Sibeko. (2nd row from top) Edward Orr, Clinton Brönn, Mzunani Sonto, Shanaaz le Cordeur, Yusuf Patel, Lucretia Albertyn, Hombakazi Nombobe, Bernadette De Kokker. (3rd row from top) Isabel Smali, Shamssoonisa Makda, Maria Brown, Carol van der Rheede, Ismail Isaacs, Indira Baijnath, Irene Mpoltweni. (Front row) Margaret Shoko, Marie Abrahams, Doris Simani, Thumeka Lugalo, Terrance November. (Absent) Harold Coetzee, Rukea Shaik, June Canham.

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## neously training and assisting projects to develop systems and skills to manage the funding.

Our team of 11 CEOs had the dual function of training and of liaising between the agency, the state and the 89 urban projects we work with. At times, this hindered their ability to serve projects as training and development agents. A perceived alliance with the state in our capacity as conducting agents threatened working relationships. Lengthy consultation culminated in the appointment by and from the field of a committee to represent projects' interests in policy-making and administration of the food subsidy. This has done much to restore goodwill and improve working relationships.

It is extremely important that a trainee is supported by her project during training, that she is relieved for training days, and that she is supported in implementing what she has learned. Because we prioritize training of the least skilled in a project, we need to elicit the interest and participation of the principal who is in a position to provide the kind of support within the project that is required to maximise a trainee's learning experience.

The Principals' Forums were used to respond to this need to get principals 'on board'. With our project development focus their purpose has broadened. In addition to building on principals' educate, administrative and management skills, they now also act as a support forum for problem-solving around project and educate issues. This year they proved particularly valuable for debating important issues around the food subsidy programme. During the period under review, 40 forums were held with principals.

\*At the end of this reporting period the urban and rural field services were merged into a single Field Services department.

## RURAL FIELD SERVICES

An inevitable feature of rural fieldwork is that of distance. Having to travel 60, 80 or 100 kilometres to reach a small town can better be justified when the fieldworker's efforts are directed at building up all its educate people, rather than limited to building up one project, or training its few staff. This reinforces our central policy of using preschool educate as a pivot around which to help the community to cohere, to strengthen itself, and to build its skills and its resources.

This last year has seen a shift in emphasis from the development of individual projects to the development of regional and local associations. These associations will serve the primary function of raising the general level of awareness in the community of the crucial importance, the needs and the forms of preschool educate provision. In part this shift has also been necessitated by the acute scarcity of funding for operating costs and infrastructure of projects. It is hoped that projects working together within a collective educate association in a geographic area, will be more successful in raising funds. Although we have concentrated on developing regional and local associations, project development remains central to our objectives. As the need for educate increases, and as economic conditions worsen, the needs of projects for assistance in developing themselves become ever more critical.

The year began with six fieldworkers struggling to support over 100 educate initiatives in five areas spanning from Cape Town to Vredendal, Calvina, Touwsriver, Swellendam and Bredasdorp. This included the far-flung Olifants River region. During this time the manager was mainly involved in laying the groundwork for the development of a service delivery agency in the Olifants River area. A year later, with the backing of the National Programme, we are able to phase out direct services to the Olifants River region, where an independent local educate service delivery

agency NOSVO (Noordwestelike Sentrum vir Voorskoolse Ontwikkeling) has been established (see page 28). In time they will be able to replace the services and resources of Grassroots.

The field team has been boosted to eight CEDs who are now able to provide more effective services to 110 projects in the four remaining areas. Principals' Forums, aimed at providing support and sharing skills, have been running in all four areas. The field services manager, who has taken on additional responsibilities, can now concentrate on forward planning, staff development, networking, liaison and co-ordination.

A pilot scheme for employing community educate developer assistants (CEDAs) has been initiated in the Boland West, Boland East and Overberg/Helderberg areas. The CEDAs, who have educate training and experience, are being recruited locally to assist training teams in each area by doing intensive on-site follow-up of training programmes.

Having experimented with small part-time offices in Vanrhynsdorp, Atlantis and Paarl, the rural fieldworkers' base has now been established in Paarl. The new office has made for increased effectiveness and stronger team spirit. It is staffed by two administrators, and houses basic resource materials, as well as a small selection of shop stock.

In the rural areas, where access to education and vocational training is particularly lacking, any positive input makes a strong impact. Our organisation development training programme (see page 19), with its emphasis on development and empowerment, has proved a strong tool for change.

Before a new cycle of training was started early this year, a four-phase planning exercise was undertaken with virtually the whole educate community in the four sub-regions. In the first phase staff from all the educate

projects in each sub-region came together and identified their most common and pressing problem as a lack of training, aggravated by the socio-economic problems endemic in the rural areas. In the second phase these same staff members specified what training was needed to help them address their problems. The third phase involved meetings with the executive committees and parents of smaller clusters of educate projects, to look at the training needs that had been identified earlier, and what the impact of training programmes would be within their particular social contexts. The final phase focused on detailed planning for the implementation of training courses.

This has been the year that the 'educare explosion' hit the rural areas of the Western Cape, with the fuses lit in large measure by the educate activists of our and other organisations. Now they have the onerous but satisfying task of building up stable structures on these small beginnings.

# RESEARCH & RESOURCES DEVELOPMENT

## CENTRE EDUCARE

Since our last report we have looked intensively at our educate training programme, adapting and refining the curriculum to make it increasingly appropriate to the contexts in which we work.

### TRAINING AND PROGRAMME DEVELOPMENT

Underlying our training policy is the understanding that we are training adults who know what they need and what they want. Trainees often have a high level of experiential knowledge, but their literacy and numeracy skills are ill-developed. The methodology used in our training is based on adult education principles and accommodates the diverse learning needs of adult trainees.

We have long been certain that in the context of the educate field, training must be supported by on-going follow-up in projects. Without sustaining training, its benefits are fast dissipated. CEDs take primary responsibility for training and follow-up, whilst the programmes and their curricula are the responsibility of a group of training co-ordinators, who act as a resource to CEDs in the field. While their priority is to meet local training needs, the training co-ordinators are also able to offer their services countrywide.

During the last year a total of 1 229 people were trained. A breakdown of the total number of trainees who participated in Grassroots' four training programmes is as follows:

#### TRAINING PROGRAMME TRAINEES

Centre Educare	321
Health Educare	197
Financial Management	316
Organisation Development	395

We have always been keenly aware of the range of these contexts and the challenge has been to provide training programmes that are as flexible and as needs-based as possible. Trainers are required to train women who though they may have sound parenting skills, have little formal knowledge of child development or teaching methods. Very often, they also have low levels of literacy and numeracy. In addition, material resources and facilities are at a minimum. In 1992, responding to this challenge became the focus of our work.

Having completed the project profile exercise we were in a position to evaluate our training programmes in relation to the status of projects more systematically. A key question that has emerged from this process was whether we are committed to developing training programmes (and through them educate workers) or as community educate developers, to developing entire projects. Given the severe lack of material resources and facilities in the communities where the majority of our projects function, it became increasingly clear that our responsibility lies in developing projects holistically: implementing both the education and care components of our training programme, so that we contribute in several ways to the growth of a project's capacity to meet the community's educate requirements.

Our training courses were born out of this approach. The courses offer modules on a flexible basis, so that trainers can adapt them to the existing resource base and skills-level of their trainees. The major concern of trainers is partial implementation of training by trainees in their projects.



**RESEARCH & RESOURCES DEVELOPMENT:** (Top row) Ursula Evans, Eric Atmore, Melanie Steele, Margeret Louw, Gabebah Jassiem, Daniel Plaatjies, Elizabeth van Leeve, Somayah Fortune, Patric de Goede. (Front row) Eleanor Kühn, Roz Witbooi, Mariam Elloker, Phindiwe Siwele, Zurina Siedd, Mbulelo Notshulwana, Antonio van der Rheed, Elaine Atkins, Shirley de Kock. (Absent) Sue Poulson.

However, the flexibility of these modules enables trainers working in different contexts to ensure that training matches a project's capacity for implementation.

The Orientation course aims to familiarise participants with the general concept of educate and to introduce them to the training context. During the period under review, Orientation and Level One courses were held with a total of 321 women in the urban and rural areas. Both Level One and Level Two courses are aimed at providing educate staff with the skills and knowledge to implement and maintain a good quality daily programme, to address children's needs for basic health, nutrition and safety, as well as to enhance children's basic maturational skills. They also include components on parent involvement; staff relations; organising play space; and making improvised equipment. The Level Two course provides additional information on child development, the daily programme, and health and nutrition. It also offers a component on administration and an introduction to children with special needs. It is aimed primarily at educate teachers with some prior training and experience.

We are exploring options for Level Three educate training of principals and administrators. These courses would need to build further on child development and child observation skills, the use of anti-bias and multicultural curricula, and to provide training in management and administration.

On-site follow-up and support of projects has always been an integral part of all our educate training programmes. To the trainee, it offers one-on-one support and guidance in applying what she has learned in her own context. To the trainer, it is an opportunity to monitor the progress and success of the training. However, given the time and expense this form of support requires, we have had to confine our training programmes to those projects with whom we have an ongoing relationship.

We are currently moving towards the employment of CEDAs who will assist the CEDs in following up training. In this way we can offer trainees more follow-up during training - at present they receive a minimum of two follow-up visits during a course. With the help of CEDAs we hope to reach out to more educate projects than previously. In addition, we are hoping

## HOME EDUCARE

While all children need careful nurturing throughout their developing years, babies and toddlers need a specialised form of educate. Their safety needs to be carefully and continuously guarded, they need stimulating interaction and, in the absence of their parents during the working day, they need to experience a warm and affectionate relationship with a caring adult. They need feeding, sleeping and toilet facilities suited to their age, and regular monitoring by the local clinic.

The home educate programme is designed to cater for these special requirements. It aims to offer high-quality educate appropriate to the developmental needs of babies and toddlers. Within each project six to ten home educate mothers each care for no more than six children in the intimacy of a home environment. The homes are generally linked to an educate centre via a home educate visitor, who gives training and support to the mothers. Control of their children's educate remains in the hands of parents through the executive committee.

Last year we reported on the progress of the research to evaluate the home educate programme. The research found that while existing 'child-minding' facilities typically provide custodial-type care, home educate offers excellent high-quality educate for this age group. To maximise the potential of the programme, CEDs must actively promote the growth of home educate in all areas. Responsibility for the maintenance and monitoring of the programme must be shared between the programme co-ordinator

and the CEDs. The programme co-ordinator will continue to act as a resource to be consulted for guidance and support.

The home educate model is a valuable one, but limiting the care of six 0-3's to the intimacy of a home, with a low child/adult ratio, is only realistic for working mothers for whom it was designed. We have found that although there is an increasing demand for the care of 0-3's, it is also very difficult to find mothers with suitable homes. Because of the urgent need, some babies have had to be taken in by centres.

Thus a further recommendation of the research was to encourage greater flexibility in applying the model. And the model can be adapted to the particular conditions of communities, and in accordance with the availability of resources. Options include employing two home educate mothers caring for up to 12 children in one home, where it is large enough, or a home educate mother working in a separate section of the centre itself. Such new options are being explored by the programme co-ordinator in conjunction with CEDs and projects, so that the programme can grow to fulfil its potential.

In the period under review, a series of intensive training workshops were held in each of the urban areas in which we operate. The principal and one educate worker from each project were invited, although in the areas of greatest need many educate workers from other educate projects also attended. A total of 197 principals and teachers from seven areas received training in first aid emergencies and trauma-related injuries, sanitation, germs and viruses, and common childhood disorders. Workshops also included input on nutrition and on the contents of the first aid kits. One of the problems projects face is the re-stocking of kits. We attempted to address this by training participants in the making and application of home-made remedies and dressings.

While the health programme is intended primarily to benefit child health, we believe that the initiative will not end there. By training educate workers in primary health skills, we hope to make this information more accessible to the community, and in so doing empower them - albeit in a small way - to respond more effectively to their situation and to their health needs.

## ORGANISATION DEVELOPMENT

The training team started off with seven CEDs, but now numbers ten. A total of 52 workshops, focusing on different aspects of organisation development, have been held. Close to 400 people, mostly members of educate project executive committees, have attended these workshops. The most popular topics requested by the participants have been Drawing up a Constitution, Meeting Procedures and Writing Fundraising Proposals.

If the effectiveness of a training programme is measured by its impact on the community at large, then a significant development is the growing move towards the training of trainers from other organisations both locally and nationally. A very successful three-day course was held in Johannesburg

## HEALTH EDUCARE

Since compulsory clinic attendance ends at age two, three- to six-year-olds often miss out on health monitoring until they register for school at age six. We realised that were we to provide health training for educate workers, children in centres would be able to receive direct and continuous health care and monitoring. In response to this need, a pilot health programme was run last year to train educate workers in health and first aid. The programme proved so successful that we have employed a full-time health trainer in the training team. The health programme is now a course component of the Level One and Level Two educate training courses.

In February 1993, at the invitation of Small Beginnings, for 16 of their community trainers.

During the latter part of 1993, we will be providing organisation development training twice a month to 26 urban educate projects not previously linked with Grassroots. Another new development is the introduction at area workshops of voter education (on request) in conjunction with standard modules of the course.

After certain refinements have been made to the present curriculum, plans for the coming year include translation of the training manual into Xhosa and Afrikaans.

## FINANCIAL MANAGEMENT

In the period under review two factors external to Grassroots have greatly impacted on the progress and direction of this programme. The first was the implementation of the food aid programme of the Department of National Health and Population Development. After considerable consultation, Grassroots decided to act as conduit between the state department and the projects on the ground. The second was the arrival of an accountant from Canada, Victoria Welsh, who volunteered to spend six months revising the financial training course.

The food aid programme, which provides substantial funding for projects categorised as 'the poorest of the poor' but which demands meticulous accounting procedures, had significant results. We concentrated on providing cooks, principals and treasurers with the skills they need to get the most benefit from the programme and to meet its demands. This, of course, is where our financial training fits in. Since mid-1992 the thrust of our efforts has gone into reinforcing the principles of accountability and developing the petty cash handling skills required by the programme.

Financial training workshops were held in six urban areas to assist the principals and cooks of 63 projects to:

- plan and cost menus
- place orders for project food needs
- keep petty cash vouchers for daily food purchases
- prepare petty cash statements
- budget for food.

At this stage all these projects are using cheque accounts, and are all competently making use of the food subsidy and dealing with their petty cash. Once the CEOs and the authorities are satisfied that adequate recording and accounting skills have been gained, projects will all be able to take responsibility for their own allocations, instead of only petty cash and food supplies.

The revision of the curriculum has also given the financial training programme a most beneficial impetus. The aim of the curriculum is, through training, to develop the capacity of educate projects to independently raise their own funds, manage their finances, record their income and expenditure, and account satisfactorily for their finances.

Although similar in content to Educare Handbook Four, the revised curriculum has been divided into three modules. The Trainee's Workbook, comprising principles and group exercises, is now accompanied by a trainer's manual, detailing the adult education methodology recommended. We have also received valuable advice on the curriculum from management consultant, Pete Smith, and Peninsula Technikon's Hilton Fransman.

All three modules have now been thoroughly piloted, and a preliminary assessment of how they are being implemented in the projects indicates that we are on the right track.



At the same time the CEDs, who are responsible for giving this training in their own areas, have received intensive training in the use of the curriculum from the financial training co-ordinator. She undertakes the training of Grassroots trainers and also of other trainers around the country.

During the year, 25 rural participants were trained over two weekends in October/November at the Athlone Training College, Paarl; 20 trainees from the Cape Flats were taken through module three in February; 45 trainees in Worcester and 39 in Saldanha participated in module one in June; and 10 participants from Mitchells Plain were the first to go right through modules one, two and three. A further step has already been taken with a three-day workshop on the whole curriculum, planned for 22 trainers in Phalaborwa.

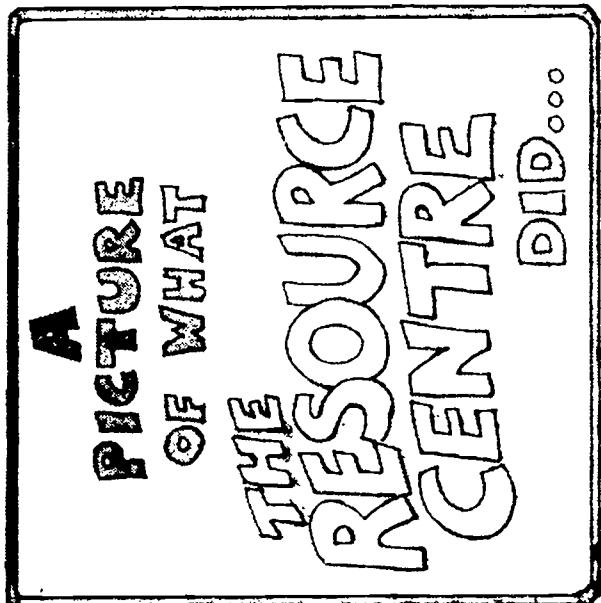
The financial training programme aims to provide trainees with skills that are easily implemented. In this way educate projects will be empowered to account for their income and expenditure systematically, and to manage their finances competently.



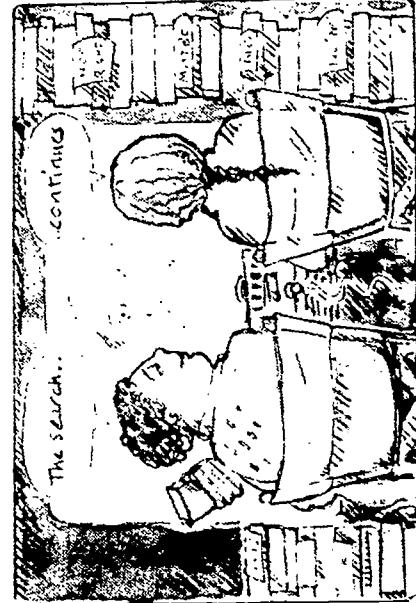
2. Created an awareness of appropriate toys and equipment - anti-racist, anti-sexist, and suitable for the South African context. Children's library books are chosen to reflect these principles.



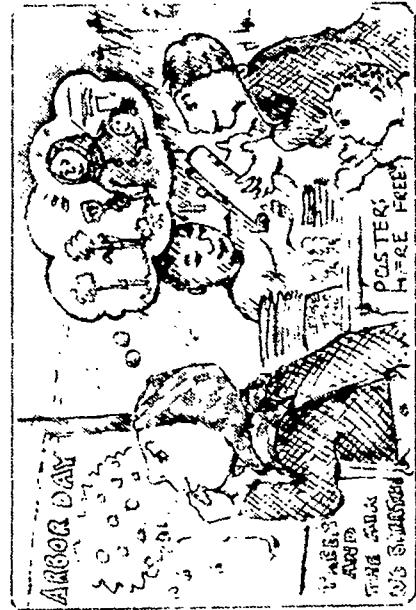
1. The Resource Centre supported Grassroots trainers; educate project staff; educate students; community organisations; and parents. Varied skills and perspectives of team members have proved valuable in meeting the needs of users.



Artwork by Trish de Villiers



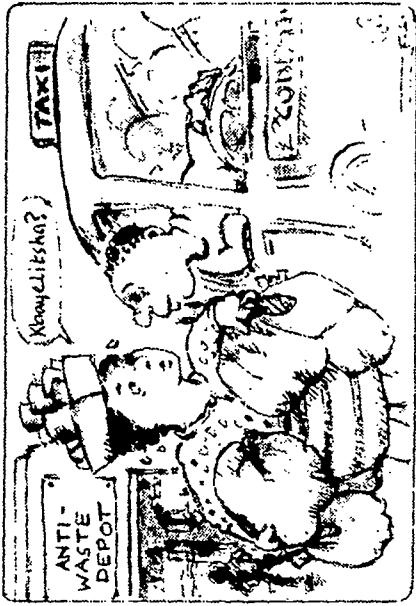
3. Identified and acquired appropriate audio-visual materials. The development and search for suitable audio-visual training materials continues.



4. Drew attention to recognised special days by setting up exhibitions and disseminating materials.



5. Developed resources for parents and projects, and for distribution by the Shop.



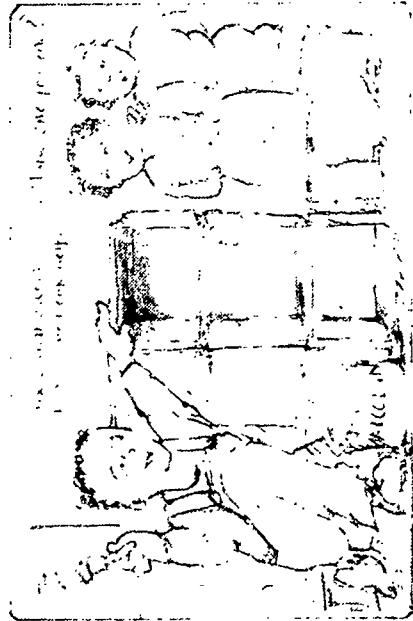
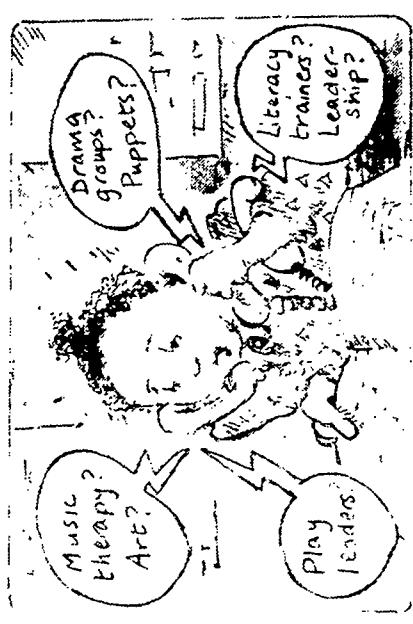
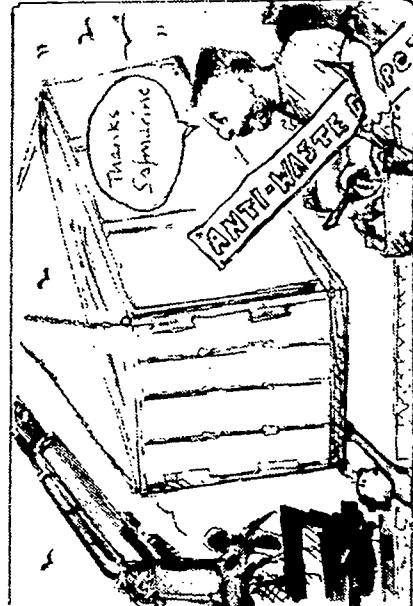
6. Supported CEDs by creating a wide variety of training materials.



7. Held enrichment workshops supplementing the curricula for educate trainees in the urban area - 120 trainees and 12 facilitators per workshop.



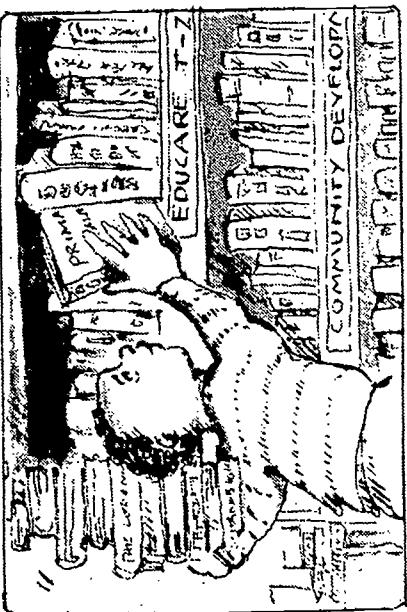
8. Anti-waste depot of scrap materials and used children's books has expanded - more accessible, with a greater variety of materials. Ultimately we need a mobile unit!



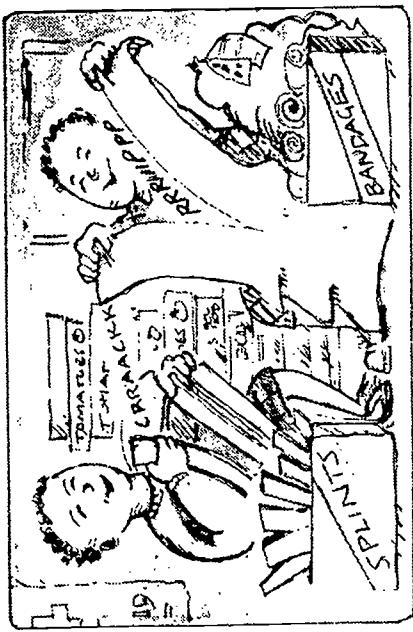
9. Collected ideas for trainers and trainees to use anti-waste materials in varied ways in all training programmes.

10. Compiled directories of NGOs, sources for anti-waste materials, artists, and available Adventure Bus venues.

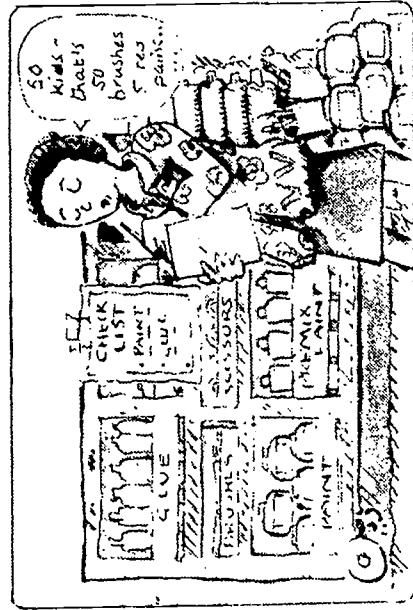
11. On-going lobbying of large companies has alerted them to preschool needs and made them sympathetic towards the anti-waste and Adventure Bus programmes.



14. Adult library contains a good collection on all aspects of educate and community development. It has been constantly updated to meet the needs of users.



13. Played a key role in supporting health and first aid training. Equipment and materials for first aid kits are creatively improvised.



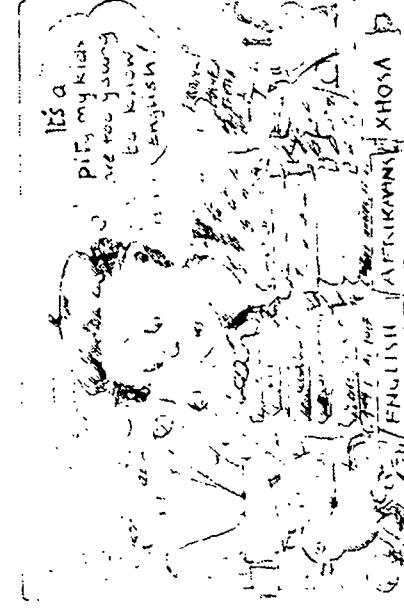
12. Developed workshop toolkits for loan to trainers doing area-based training.



17. Adventure Bus programme has doubled its numbers. Every week throughout the year some 750 children, aged three to six, went out to explore new places.



16. Shared information and referred people to the resources available in their immediate and neighbouring communities.



15. Many new posters, children's books and selected toys have been available for educate projects to borrow. Xhosa books desperately needed!



18. More drivers - strongly motivated and working as a close-knit team - have been enlisted.

19. Produced video and slide/tape presentations to fundraise for entrance fees for previously unaffordable venues and refreshments; encouraged more drivers from unions to join the programme; informed Resource Centre users about the programme.

20. A wide variety of destinations, suited to each season, have been negotiated.



21. Developed materials and equipment to allow teachers and parents to extend the value of the experience beyond the trip itself.



22. Assisted the training co-ordinators with their curricula. Making material more accessible for illiterate and semi-literate trainees.

23. Planning, setting goals and objectives, drawing up flow charts, analysing budgets, inviting feedback, deciding on staff development strategies...these have been some aspects of our work.

## RESEARCH AND EVALUATION

The Research and Evaluation section is one of the newest at Grassroots. Little more than a year old, it has many challenges ahead of it. At present the section is working towards establishing a competent infrastructure to conduct research. High on the list of priorities is also the creation of an evaluation and research culture in the organisation. Because the overwhelming need for community development often does not allow time for proactive initiatives, NGOs generally do not regard evaluation and research as part of their work culture. However, this section sees itself as becoming a barometer of the organisation's effectiveness in delivering its primary product - supporting autonomous educate projects in communities.

The section comprises two full-time researchers, assisted occasionally by student researchers. We have recently acquired the necessary hardware and software to do our own data processing and to generate a wide range of statistical information.

One of the tasks we performed this year was to convert the data from project profiles collected by the field team into a form that could be of benefit to the entire organisation. We hope to provide comprehensive analyses and information on the state of projects and programmes which could then be utilised to guide overall planning and programme development.

We have also identified the need for community profiles with a focus on women and children. As a community development organisation, Grassroots requires reliable information on developing communities. The information we need covers a variety of subjects ranging from attitudes to child care and head counts of women and children, to knowledge of existing community infrastructure and socio-economic conditions.

Because Grassroots operates in so wide an area, it is impossible for a two-person team to gather such detailed information. The section has been networking with the Southern African Development Education Programme (SADEP) at UWC, by whom we are allocated several students a year, to compile community profiles of the areas in which we operate. We also have access to SADEP's growing collection of profiles of other areas.

As a support and service arm of the agency we are required to respond to agency requests for evaluation and research. To date we have been asked to document and evaluate the current food aid programme, its implications for the agency and fieldwork, as well as its impact on the development of projects. The training team has requested an assessment of the impact and effectiveness of training in the projects. There is also a need for information on our educate curriculum, in terms of its effects on the children. While we have relied on informal feedback from trainees, there is a need to base curriculum adaptations on more systematic evaluations.

The pilot project of the health programme was recorded to provide a reference document for people in the field. The document has highlighted the programme's methodology and approach, and its application of adult education principles to educate and community development. We feel this is a useful document for anyone working in the health, educate or adult education field.

We have also completed the evaluation of the home educate programme which we reported on last year. The investigation confirmed that while the model is able to provide excellent care under a variety of different socio-economic conditions - which is no mean achievement in a multi-cultural, 'multiple-class' context - it is costly and only appropriate for the babies and toddlers of working mothers. Adaptations to the model were recommended, and these are currently being initiated.

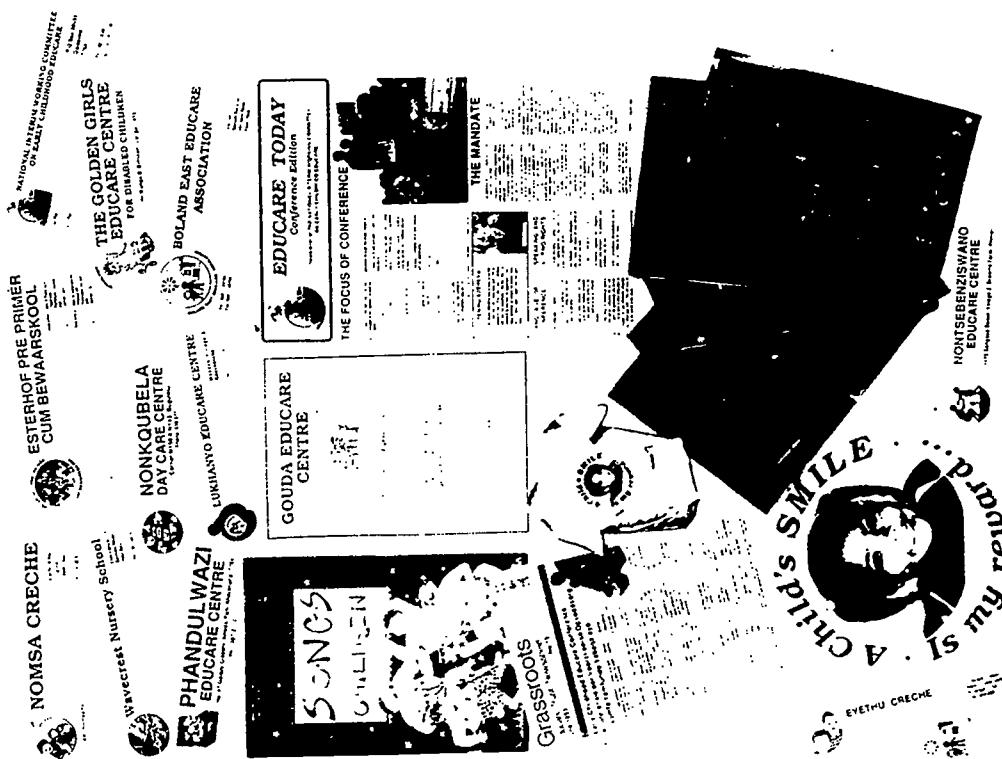
## PUBLICATIONS AND DOCUMENTATION

The Publications and Documentation section is responsible for the production of the Grassroots Annual Report and the Newsheets which go out to more than 5 000 people and organisations in the South African educate field. The section also undertakes production of further editions or translations of the Educare Handbook series, How to Start and Run a Community Preschool Educare Project. The communications team is frequently called upon to respond to information requests about the agency and much use is made of the Grassroots Pouch, an information package on the aims and services of the agency, which is regularly updated. In turn, outside happenings in the preschool field are communicated through the Friday Times, an internal newsletter which also functions as an informal debating forum.

The section also provides an in-house media service. General documents, submissions and presentations are edited and designed and, where necessary, audio-visual materials are produced. The section provides documentation and photographic assistance to the field team, and works closely with the training materials developer in the production of materials. We aim to adapt training materials to the needs of the educate community and CEDs. Last year we initiated consultation with the literacy trust, USWE (Using Spoken and Written English), asking them to look into the literacy levels of our trainees in support of this aim.

Having acquired the basic facilities of a media unit - a darkroom, a desktop publishing package and scanner, a photocopier and a laser printer - and accepting that fieldwork is the primary function of the agency, the section made its resources available to the CEDs, projects, the general educate field, as well as the agency itself. Projects may request help, for instance, with the production of letterheads or invitations to concerts or other special occasions, or the use of photocopying facilities.

What the section ultimately envisages is a full in-house production facility which could mass-produce simple beginner reading aids geared toward preschoolers. This would be the result of a dynamic collaboration between the production unit and educate teachers, and would go a long way towards developing a reading culture in educate centres.



## NATIONAL PROGRAMME

1. Die Noordwestelike Sentrum vir Voorskoolse Ontwikkeling (NOSVO) is an educate resource and training agency, based in Vredendaal, which provides services to the educate projects in the Olifants River area. It employs a full-time co-ordinator, and works together with the Olifants River Preschool Association.

As the result of an initiative by the Liberty Life Educational Foundation and lengthy consultations with the major educate players around the country, our National Programme was launched to build the capacity of educate agencies countrywide. A strong network of agencies could serve as an essential foundation on which a future government could build a system of early childhood educate provision.

It is our belief that the quantity and quality of educate provision in the community depends on the level of awareness raised by agency activists and the effectiveness of training programmes offered by agency developers and trainers. Thus, to increase the quantity and improve the quality of educate, the resource and training agencies - particularly community development agencies with educate as part of their agenda - have to be strengthened and their institutional capacity increased. A major aim is to promote the development, based on consultation, of new resource and training agencies in neglected rural areas. The proximity of such agencies to educate projects is all-important in reinforcing training programmes.

Although Grassroots has always been involved in national work (e.g. networking with national initiatives and sister organisations, and ad hoc training), some of these functions are now officially the responsibility of the National Programme. An administrator and field worker have been employed, and a manager will be appointed in due course.

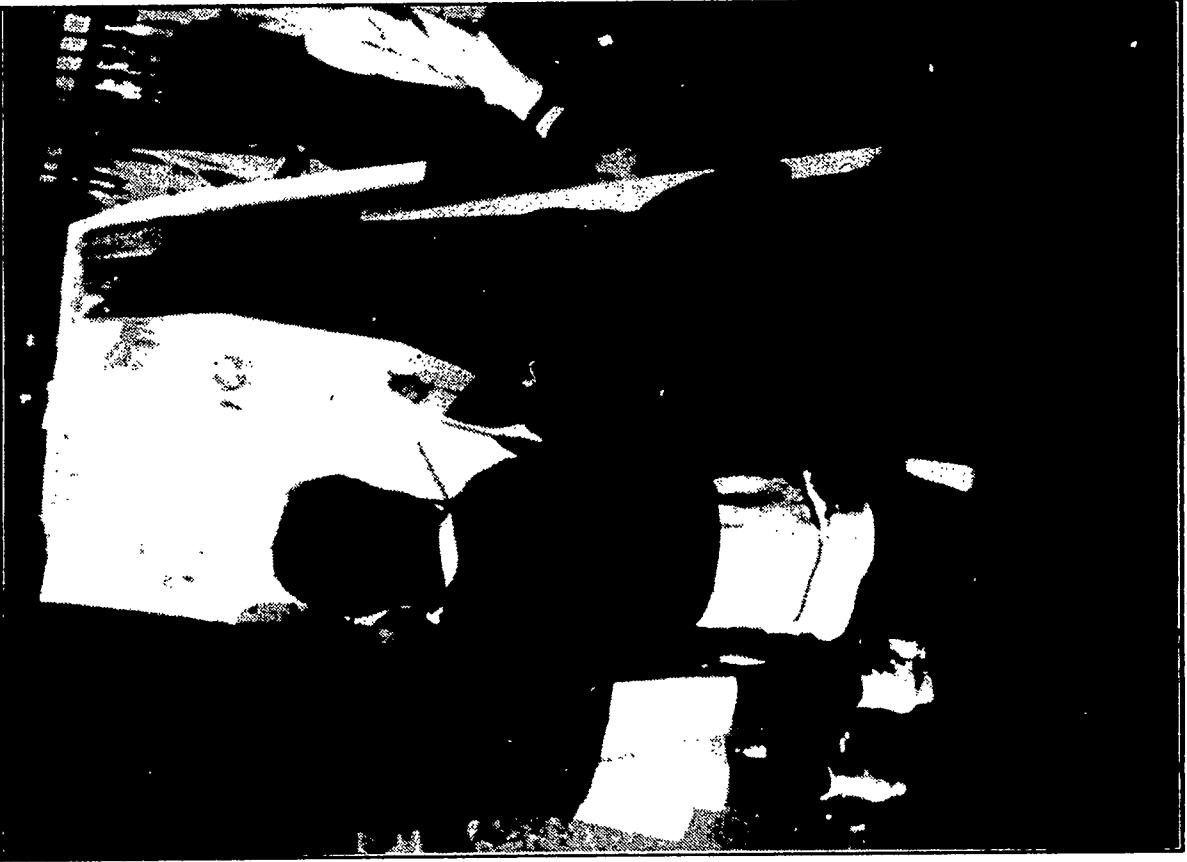
During this initial period, a number of initiatives have been launched:

An advisory committee, including representatives of Grassroots and projects in the region, is facilitating the withdrawal of Grassroots' direct services from the projects. For the smooth running of this process, they are guided by a three-year agreement between NOSVO and Grassroots during which period we will advise NOSVO on:

- fundraising
- the appointment of staff
- setting up an infrastructure
- setting up training programmes after NOSVO has determined the needs
- training NOSVO staff and the members of its management board.

2. Die Namakwalandse Assosiasie vir Voorskoolse Opvoeding (NAVO) functions as both an educate agency and association. It is based in Springbok, and is staffed by three people. We are giving them the support needed to provide organisation development and financial training themselves to the 19 projects in the Namaqualand area. They provide educate training independently.

3. Die Karoo Assosiasie vir Voorskoolse Opvoeding (KAVO) is a similar combination agency/association, although there is a move towards separating the two functions. KAVO is based in Beaufort West, with two staff employed. While Grassroots assists them with organisation development



and financial training of the 14 projects they serve, KAVO will make its own arrangements for educate training in the region.

4. The Noordkaap Educare Trust, based in Kimberley, started as an association and is setting up a service agency. It employs two members of staff. We are providing them with advice and information.
5. At their request, we are helping the preschool community in the Upington area with developing an educate agency.

6. The Underprivileged Children in Informal Settlement Educare Association (UCISEA) works with projects in 32 communities on the East and West Rand and the greater PWV area. In April we were asked to help with an intensive two-day needs assessment. Typical of developing organisations, their needs include building their organisational capacity; developing a comprehensive fundraising strategy; establishing an educate programme; and assembling resource materials. Since then, we have provided telephonic advice when necessary.

We have had appeals for assistance from a number of other NGOs, which are being followed up.

## **ADMINISTRATION & FINANCE**

### **PERSONNEL**

We now have a staff complement of 73. The personnel needs of an agency this size are extensive, and include recruitment, deployment, orientation, job evaluation, salary structure and reviews, performance appraisal and staff benefits. The staff of Grassroots is Grassroots, and as with any of the educate projects with which we work, the quality of our programmes depends entirely on the quality of our staff.

A major function of the new Personnel section has been staff development. Courses have ranged from Xhosa classes provided by the agency and attended by 24 staff members, to the NGO Programme, an intensive development exercise aimed at evaluating and enhancing the effectiveness of NGOs by focusing on managerial and team-building skills. Other courses that staff have participated in included those offered by ABEL (Advancing Basic Education and Literacy) on curriculum development, organisation development and evaluating skills; CDRA (Community Development and Resource Association) on organisation development; and ERIP (Education Resource Information Project) on general and resource administration. Lastly, the health educate trainer took part in a primary health care study tour.

With the assistance of three remuneration system consultants, we overhauled our job evaluation guidelines and our salary structure, looking afresh at all the jobs done in the organisation, and assessing and grading

them into an adaptation of the Paterson system. Based on this we reviewed the salary structure.

We are now currently developing a Performance Appraisal System which we hope will prove to be a valuable tool for staff development.

Indicative of trends in the NGO movement, more than half of our staff have opted to join the National Education, Health and Allied Workers Union, with which our Board is negotiating a Recognition Agreement.

During the year much thought and hard work has gone into revising our transport scheme. After consultation it has been decided to opt for a vehicle-leasing scheme with full maintenance, for CEDs only, for whom reliable wheels are essential.

Our long-term project of compiling a comprehensive staff manual is now almost complete. This manual should prove to be a real boon, particularly to new staff, in giving them an insight into the accountability structures, processes and procedures of Grassroots.

### **ADMINISTRATION**

The central Administration section recruited two more staff members - a new professional assistant to the director and an additional administrative assistant.

Meetings within the section, and with all administrative staff in the agency, have been held more regularly to discuss common problems and find solutions to them, and to share common practices and common procedures.



**ADMINISTRATION & FINANCE:** (Top row) Cavan Davids, Yusuf Isaacs, Mizwandile Gobodo. (2nd row) Themba Mgijima, Donovan Fredericks, Kariem Johnson, Ganie Willenberg, Brian Ridder, Sonia Toorien, Corinne Carolissen, Leonora Cooper, Mithobile Sotyota. (Front row) Edith Magodla, Carmelita Pastor, Ashraf Parker, Christine Hickey, Sharon Reynolds, Monica Petersen, Miriam du Toit, Esmé Matshikiza. (Absent) Armien Martin, Mareldia Tape, Qanita Hassiem.

BEST COPY AVAILABLE

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A manual of administrative procedures to ensure consistent working practices is almost complete, and an anti-waste campaign has been mounted to collect paper from all sections for recycling.

Our address list of preschool educate projects and organisations now numbers 5 500, and is a valuable resource often referred to by other educate organisations.

The many administrative and financial responsibilities accompanying property ownership have been offset by the joy of independence. Our building is already filled to more than its intended capacity - we are bursting at the seams! Our hall has certainly fulfilled its anticipated role as a community asset. It is regularly hired out for meetings and seminars of committees, women's groups, professional organisations, institutes, and workshops of sister organisations.

### PRESCHOOL SHOP

Our Preschool Shop is a place for children, parents and all those who care for children. It provides high-quality, low-cost and stimulating equipment and toys. We focus on culturally appropriate items, some of it produced in sheltered workshops, co-operatives and small businesses. Our small selection of books is geared particularly to the needs of educate projects.

To ensure that our merchandise is appropriate for our target market, we regularly evaluate our stock with our Resource Centre staff and we survey the needs of our customers. We also try to keep a balance between quality, with the advantages of increased educational value and durability, and affordability, that is, keeping prices low to make our stock available to a wider constituency.

After much discussion we will be closing the shop in Salt River with an eye to opening another branch later in either the southern or northern Cape Flats suburbs. Four UWC marketing students will be doing a survey to identify a suitable location for us, and will be advising us generally on our marketing practices.

### FINANCE

During the past year there has been a sharp increase in our expenditure: from R3.5 million last year to R5.2 million this year.

To shoulder the burden of this increase, the Finance section has had to expand existing portfolios and increase its staff. A second bookkeeper and an assistant, recruited from the Shop, have been appointed to share the load.

In addition, an arduous but rewarding task has been distributing, recording and accounting for the food aid subsidy. This, together with the same responsibility for the IDT funds, has kept the food aid administrator fully occupied. It has placed considerable strain on our cash flow, our accounting systems and the work-load of office staff and CEDs alike. However, it has been a strain well worth bearing because of the substantial amounts of funds - over a million rand - channelled towards the neediest educate projects for nutritious and balanced meals for preschoolers.

An accountant from Canada, Brian Doyle, upgraded the computerised bookkeeping system to dovetail with the budget structure and to streamline recording. In addition, further on-the-job training has helped individual managers and co-ordinators with setting budgets and monitoring expenses in their own departments and sections.

**FINANCIAL YEAR APRIL 1992 - MARCH 1993**

## FUNDRAISING

Despite the fact that it is increasingly difficult to raise funds in a recessionary economic climate, Grassroots has managed to keep afloat. Our income from donations during 1992-93 increased by 75%, allowing us to tackle the increased demands for education. The success of Grassroots' fundraising efforts rests on the following:

Foreign governments	23%
Foreign private sector	23%
SA trusts & foundations	6%
SA corporations & groups	46%
Self-generated	2%
	<u>100%</u>

### Application of Expenditure

- Training Programmes
- Resource Centre
- Publications & Documentation
- Research & Evaluation
- Departmental Co-ordination

Towards the end of last year we intensified our customary fundraising campaign to appeal for the renewal of pledges, to request continuing funding from current donors and to target new donors. Some 70 donors were approached. Appeals specify programmes, salaries or infrastructure to be supported, and usually coincide with what we understand to be the donor's priority area of concern. For many funding agencies, education and training are high on their agendas, with as much as 60% of their

A pie chart illustrating the distribution of responses across three categories. The categories and their percentages are:

Category	Percentage
Finance & Administration	26%
Advocacy & Networking	9%
National Programme	1%
Total	100%

funding budget allocated in that direction. Nevertheless, early childhood educate itself still gets comparatively scant pickings.

Of course salaries are by far our major expense. However, it is the people who earn those salaries who give the leadership, deliver the product, create the programmes and provide the support services. We need to adopt a strategic fundraising plan aimed at translating as many as possible of our ad hoc grants into long-term pledges, to give us the necessary security for the best planning.

To those generous donors who have made it possible for us to continue our work, we say a sincere thank you. We trust that what you read about our work here and elsewhere will reassure you that we are spending your money as wisely and as well as we can.

With the emerging demands from other parts of the world, the future of foreign funding is uncertain. However, what is fairly certain is that what comes to South Africa will be channelled towards fields and organisations which will:

- make an impact on the transition to democracy
- translate the movement towards unity in South Africa into a movement towards unity in their own sectors
- focus on building the institutional capacity of their own and associated organisations through staff development and training
- implement affirmative action
- balance democratic accountability with efficient service delivery

We trust we will qualify.

## OUTSIDE AFRICA

Director Jinny Rickards, was invited to address a session of the 20th Triennial Congress of OMEP (World Organisation for Preschool Education) in August 1992 in Flagstaff, Arizona, attended by 400 delegates. There were five other South Africans there, and together with four delegates from Nigeria and two from Cameroon they made up a small African lobby. There is still a long way to go before OMEP reflects the people and issues of our continent!

In March 1993, Jinny Rickards and deputy director Eric Atmore attended the launching conference **Building Bridges: International Collaboration in the 1990's** of the Warwick Early Years Education Journal. Jinny led a four-part workshop series on 'Educare for disadvantaged children'. She also presented a slide show on the work of Grassroots at the workshop. Eric delivered a paper entitled 'A community development approach to early childhood intervention in disadvantaged communities' and attended a series of four workshops on 'Equal opportunities and cultural diversity'. Jinny is also a member of the Editorial Board of the Early Years Education Journal.

By bringing back resources found overseas and making them available through our Resource Centre, we hope to share with many people some of the benefits of travel. At the same time we can learn from those who have directly experienced strategies that have proved effective. Person-to-person networking opens a lot of doors and introduces our continent, our country and our concerns in many forums. The more South African educate is exposed abroad, the more its needs become known.

# DONORS

We would like to thank the following donors for their generosity to Grassroots during the financial year ending 31 March 1993.

Ackerman Family Educational Trust  
Anglo American & De Beers Chairman's Fund Educational Trust  
Anglovaal Ltd  
Anonymous  
Argus Jackpot  
ARIC  
Barlow Rand Education Trust  
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Coates Brothers  
Credit Suisse  
DG Murray Trust  
DM Mullins Family Trust  
David Graaff Foundation  
Desmond Leech Bequest  
Donald Gordon Foundation  
Douglas Jooste Trust  
EL Darter Trust  
Energos Foundation  
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Finnish Ministry of Foreign Affairs  
First National Bank  
Foschini Group  
Gericor Development Trust  
Genesis Foundation  
German Women's Day of Prayer  
Gold Fields Foundation  
Good Hope Bank  
Graaffs Trust  
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Hillary and Dorothy Champion Charitable Trust  
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Liberty Life Educational Foundation  
Liberty Life Group Community Fund  
M.R. Kingswell Charitable Trust  
Mauerberger Foundation Fund  
Molteno Brothers  
National Union of Distributive & Allied Workers  
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Old Mutual  
Otis Elevators Co. Ltd  
Parish of St Thomas  
Pepkor Stores  
Pick 'n Pay Corporate Services  
Premier Group Social Investment Council  
Radda Barnen - Intertfund  
Reckitt & Colman SA  
Rembrandt Group Ltd  
Rotary Arms of Constantia  
Royal Netherlands Embassy  
SA Council of Churches - VOA  
Sanlam  
Sarah Hilda Fox Trust  
Social Change Assistance Trust  
Shell SA  
Southern Life Foundation  
Standard Bank Foundation  
Sturrock Construction  
Prof Wolfgang Thomas  
Transport & Omnibus Workers Union  
UNICEF  
USAID  
Urban Foundation  
Volkskas Bank  
W.K Kellogg Foundation  
Warner Lambert SA

We would also like to express our gratitude to the following for their continued pledges towards the Grassroots building:

Mauerberger Foundation Fund  
Pick 'n Pay Stores  
Rembrandt Group Ltd

We would also like to say thank you to all those who have helped us with gifts in kind.

# PROJECT DATA: CENTRE- AND HOME-BASED PROJECTS WITH WHICH WE WORK

PROJECT	LOCATION	NUMBERS OF CHILDREN	PROJECT	LOCATION	NUMBERS OF CHILDREN			
<b>* Home Educare Projects</b>								
CAPE FLATS (17 projects)			KHAYELITSHA (15 projects)					
Genesis*	Athlone	171	Enkosi Bawo	Dritsands	30			
Maranatha	Belhar River	105	Noluthando	Khayelitsha	66			
Deriemeer	Blackheath	71	Bavumeleni	Khayelitsha	118			
Ma Roof	Bridgetown	64	Erhthunzini*	Khayelitsha	84			
Redhill	Cape Town	25	Ernwelane	Khayelitsha	74			
Avonwood	Eisies River	60	Lusizo	Khayelitsha	32			
Harmony*	Grassy Park	171	Luthando*	Khayelitsha	120			
Eko Boffin	Heideveld	85	Nofezile*	Khayelitsha	108			
Wavecrest	Hout Bay	75	Nokwakha	Khayelitsha	48			
Village Todds	Maitland	44	Nompumelelo	Khayelitsha	68			
Pincocchio	Matroosfontein	65	Nosapho IT	Khayelitsha	45			
Green Curtain	Ocean View	45	Sizizamele	Khayelitsha	68			
Sunrise	Ocean View	65	Thandutwazi	Khayelitsha	75			
Liedespoort	Philippi	44	Noluthando*	Khayelitsha	56			
Sasmeer Village	Retreat	150	Baphumelelo*	Site B	149			
Church of Christ	Silvertown	120			<u>1 141</u>			
Masakihane	Sunnydale	70	<b>SITES &amp; VILLAGES (11 projects)</b>					
		<u>1 430</u>	Masibonisanie	Khayelitsha	64			
			Tambani	Khayelitsha	75			
			Umanyano	Khayelitsha	72			
			Lukhanyo	Makaya Village II	250			
			Nonzame	Makaya Village II	45			
			Masizake	Site B	189			
			Nomvuzo	Site B	62			
			Noncedo	Site B	72			
			Nosisoko*	Site B	133			
			Thembelihle	Site B	65			
			Vukukhanye	Site C	45			
					<u>1 072</u>			
<b>GUGULETU/KTC/NYANGA (11 projects)</b>								
Adelaide Tambo	Guguletu	28	<b>LAGU (11 projects)</b>					
Adolf Hartman	Guguletu	78	Nompumelelo	Guguletu	60			
Dora Tamana	Guguletu	51	Phakamisa	Guguletu	34			
Nobantu	Guguletu	38						
Nonkululeko	Guguletu	45						
Luhanyo	Guguletu	189						
Luvhewane	Guguletu	43						
Noxolo	Guguletu	35						
St. Mary Magdalene	Guguletu	65						
Nonzame	Guguletu	31						
Khanyisa	Nyanga	317						
		<u>920</u>						

PROJECT	LOCATION	NUMBERS OF CHILDREN
Uluntu Xolani Eyethu*	Guguletu Guguletu Langa Langa Langa Langa Langa Langa Langa Langa Langa Langa	211 40 156 77 89 72 53 40 40 <u>872</u>
Jonguluntu Nolukhanyo* Noluthando Nomfundoo St. Cyprian's Thenjiwe		
MITCHELL'S PLAIN (9 projects)		
Beacon Valley Little People's Shakinah Vicky's Beaconridge* Greyville Coral Rocklands* Tafelsig	Beacon Valley Beacon Valley Beacon Valley Beacon Valley Beacon Valley Beacon Valley Rocklands Rocklands Tafelsig	28 59 31 26 107 31 24 165 <u>511</u>
NYANGA/CROSSROADS (15 projects)		
Nontzebenziswano Sakhumzi Masizakhe* Emkondweni Eyethu Masizakhe Sakhile Injongo 'Zethu Ivy Nyovane Thembelihle Vulamehlo Cebolomzi Crossroads Sinathemba Nolutefo	Browns Farm Mpetha Square Mpinga Square New Crossroads New Crossroads New Crossroads Nyanga Nyanga East Nyanga East Nyanga East Nyanga Extension Old Boys' Town Old Crossroads Phillipi	46 45 40 120 156 30 61 20 100 20 53 89 85 45 <u>995</u>

PROJECT	LOCATION	NUMBERS OF CHILDREN
BOLAND EAST (29 projects)		
Krabbeland Dorinkie Byekorf Kabouterland Warmbron Anne Fredericks Ikhayalabantwana Vrollie Vinkies Monica Grove Sonstraal Steenvlak Steynthal Alice in Wonderland Chipros Feejeland Haas Das Jack and Jill Julie Naudé Maranatha Rhodatui Afhaar Ilan Najaag Somestraal Wonderland Phakamani Khanyisa Masikhakhe Masikhule Masiphubekhe Xolani Zhanokhanyo	Bonnevale De Doorns McGregor Montagu Montagu Robertson Robertson Robertson Townsriver Townsriver Townsriver Tulbagh Worcester Worcester Worcester Worcester Worcester Worcester Worcester Worcester Worcester Worcester Zolani/Ashton Zwelithembaba Zwelithembaba Zwelithembaba Zwelithembaba Zwelithembaba <u>2 132</u>	
BOLAND WEST (31 projects)		
Kabouterland Aviat Deon Adams Sneeuwvlieg Kabouterland Gouda Senithemba Nosicelo	Ceres Ceres Ceres Ceres Franschhoek Gouda Mbekweni Mbekweni	70 113 120 100 19 50 20 52

PROJECT	LOCATION	NUMBERS OF CHILDREN
Vukukhanye		
Monwabiso	Mbekweni	206
Nomzamo	Mbekweni	58
Little Stars	Mbekweni	175
Falaagh	Newton	50
Groenhauwel	Paarl	70
Drakenstein	Paarl	30
Stepping Stones	Paarl	111
Our Little People	Paarl	64
Toddler Playgroup	Paarl	90
Lollipop Playgroup	Paarl	89
Petite	Paarl	11
Woelwaters	Paarl	39
Abe Maart	Paarl	50
Tikkie Tokkel	Porterville	58
Esterhof	Riebeek Kasteel	45
Wielie Walie	Riebeek Wes	55
Saron	Saron	64
Happy Toddlers	Wellington	148
Lollipop	Wellington	120
Little Stars	Wellington	57
Maranatha	Wellington	63
Wielie Walie	Wellington	43
	Wolsley	34
		<u>2 274</u>
<b>WEST COAST (27 projects)</b>		
Bambino	Abbotsdale	30
Robinhood	Atlantis	70
Saxonsea	Atlantis	140
Sunpak	Atlantis	60
Westflair	Atlantis	43
Wonderland	Atlantis	65
Luberon	Atlantis	40
Rhemi	Atlantis	35
Kabouterland	Diazville	70
Eendjies	Eendekuil	14
Kleine Klitsies	Goedverwacht	30
	Hopfield	31
Diakonia	Laaiplek	36
Peilaan	Laaiplek	35
St. Christopher	Malmesbury	56
Vrolike Vinkies	Mamre	88
Mamre Moravian		
<b>OVERBERG (23 projects)</b>		
Feeijeland	Moerreesburg	94
Koringkorreltjes	Noordhoek	62
White Dove	Pella	29
Happy Tois	Riverlands	35
Japsnoet	Saldanha	20
Diazville	Saldanha	80
Sonstraal	Saldanha	72
Talitha	Saldanha	62
Talitha II	Saldanha	48
Hansie en Grietjie	Vredenburg	75
J. J. Jonas	Wittewater	48
		<u>1 468</u>
<b>OVERALL TOTALS</b>		
Projects	199	
Children	13 974	